**GREEN STATEMENT RE NO. OF TEACHING DAYS PER YEAR (178-160)**

**MARCH, 2010**

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| **COMMENTS, grouped into various categories** | **IMPACT OF LESS TEACHING DAYS** |
| * Students are asked to learn more in a shorter period of time * Can’t get through the curriculum effectively * Get behind, leading to a lack of motivation to keep up to date with work-load (on students’ behalf) * The less time we have teaching the kids, the less they learn * We are still trying to cram the same amount of subject matter into a lot smaller time * Less time to run a standard curriculum * (*Our curriculum should be revised to fit our shorter year)* * Less content delivered * Logically it compacts the time we have * As we are in competition with other schools, we are obviously trying to achieve the same or more in limited time. * Less hours = less teaching Reduced contact time * Reduced contact time * Students are given less time to ask questions and deepen their understanding of the subject * Less face-to-face time with students/teachers * Less time to focus on the curriculum * Significantly less than here spent on core business * Fewer days is less teaching time * Not covering enough material – fitting too much into a shorter time * We need to meet the requirements (*reporting this term was difficult this term having seen the students so little)* * I have so many yr 7 & 8 classes that I only see once per cycle for a practical class – it’s a real negative when the school shuts down for an alternative ed./sports day * Some classes at the same year level get more/less lessons for the same course depending on what days are missed * Cover less work * More rushed in class to cover all areas of curriculum * Less time * Less face to face education = negative impact (conceivably) | **Negative impact on completing courses** |
| * Continuity of content of courses would be disrupted * Opportunity exists where a class may not be seen for a whole week * More chance of students missing days * Many, many interruptions * Missing days are often the cause of timetable disruption * I feel we need more contact times with our kids rather than extra hours (*thus shorter periods allowing for seeing our kids more often)* | **Impact on continuity of learning is negative** |
| * Some elements of day zeroes e.g. unstructured study time, seem unproductive * Students definitely impacted by less days, as are the staff * Puts kids/staff under more pressure to get 178 day’s work into 160 days * Puts pressure on staff and students * Students and staff feel the pressure as we try and push through our work * It affects the students’ learning * Pressure on staff and students to get courses completed * Tired staff | **Increases pressure on students and staff** |
| * Influences exam preparation (reduced study time) * Affects results significantly * Results in a poor level of results * Students disadvantaged * Reduces our possible potential * Could reduce students’ performance – VCE results | **Negative effect on year 12 results** |
| * Probably very little effect. I believe that most school would have similar teaching days * 18 days difference? I find this hard to believe. * I’d query the figures. * When our 7-11 students leave, the gov’t schools have activities * Our days would not be too dissimilar for yr 12, or 7-11’s – in fact, longer for yr 11 * If factual, then these figures may be a concern * Depends on the timing of reporting/exams etc. e.g. state schools may have more days but they also have non-classroom activity days at the end of the year. | **Comments indicating that the teachers did not believe the discrepancy of 18 days “teaching time”** |
| * None. * None. Co-curricular is class time and education | **No implications** |
| * We are educating the whole person so many of our other activities are vital for well rounded education * Allows other non-teaching learning to be utilised * Core business of education. What does this entail? Possibly the broad range on offer to our students (such as cadets) is educational * Allows us to provide education of the whole person, not just academic * Develop stronger relationship with classes and individual students * Ambiguous question – the other days like Alt. Ed. Days provide students with experiences outside a narrow curriculum * But surely learning (maybe not teaching) happens in many places other than the formal classroom. * It allows us to enhance other areas of student development e.g. Alt. Ed. Days, cadets, liturgies,; academic is not the only consideration in a student’s development; learning does not only occur in a classroom with structured lessons * But perhaps the other days are providing students with other opportunities in line with the motto of educating the whole student. It leads to the question of whether academia is the priority over other forms of education | **Comments in support of our non-teaching days – positive effects** |
| * “Core business” We are not a business! |  |
| * We need to be mindful of what we want. Our special days make us different but obviously we need to prioritise what we want. * It could make our teachers set more homework to cover the course. Therefore our students would need to work and learn more independently * The question obviously depends on what is happening on non-teaching days. If staff development takes place on those days it must impact positively on learning outcomes. Quality of teaching should improve. * More days is not more education. It is “old-style “ teaching methods which hold us up, not interruptions | **Thoughtful and/or interesting comments** |

Having just typed these comments, I have the overwhelming impression that most teachers at Monivae are aware of the negative impact of our “not-teaching-in-the- classroom” days on our VCE results, the continuity of learning, and the pressure from not being able to complete courses in the allotted time.

Most teachers are also aware of the positive learning outcomes of our “not-teaching-in-the-classroom” days.

We can invent some creative solutions to the dilemna, but we probably can’t change the arrival and departure of the government buses. And they pretty well determine our teaching hours. So our maximum possible time for classroom learning is fixed.

We need to put on our green thinking hats and come up with ideas and solutions.

But then, in order to decide which solutions to choose, we will need to be clear about our priorities. And these priorities need to be those of the whole school community.

Judy Trompf